

Kahikoluamea Department Lecturer Self-Assessment Guidelines

(Revised 21 February, 2014)

All lecturers at Step A shall be evaluated once each year; all lecturers at Step B shall be evaluated once every two years and all lecturers at Step C shall be evaluated once every four years. Evaluations may be required at more frequent intervals for lecturers at Step B and C if there are concerns with the lecturer's performance. (UHCCP 9.104, pg.2)

*Submission of an evaluation document by **April 1, 2014** is a condition for re-hire in subsequent semesters.*

The lecturer shall submit to the Department Chair a self-assessment, and peer and student evaluations. The Department/Division Chair will provide verbal or written feedback to the lecturer, including strengths and weaknesses, and make a recommendation on hire/re-hire to the Vice Chancellor or designee. *The lecturer will be notified by **April 30, 2014** whether he/she remains in good standing and is eligible for assignments to classes. (UHCCP 9.104, pg.2)*

* For lecturers hired in the spring semester: When the time comes to submit lecturer self- assessments, you will have only a couple of months' worth of teaching experience at the College and you won't have data from the student feedback surveys for your course(s). Your self-assessment should respond to questions 0, 1, 2, and 5 below, based on what you have observed and experienced so far.

The self-assessment consists of three parts:

1. Copies of reports of student feedback surveys from eCAFE

Instructions

Go to: <http://www.hawaii.edu/ecafe/>

Login using your UH username and password

Select Share Surveys with Other UH users*

Enter: hiser

*Once you allow the sharing of your eCAFE surveys with the department chair, it is understood that all future survey results will be visible to that individual until you revoke it.

2. Peer evaluation (one per year, done in Spring or Fall). *Submitted, signed by both parties, in hardcopy by peer evaluator.*
3. *Self-Assessment Memo (see below)*
4. Optional: Feel free to attach a current C.V. or statement of your professional activities related to maintaining or increasing your knowledge and expertise in your discipline and/or teaching methodology.

Note: If you are teaching multiple courses, each course should be addressed separately. If you are teaching in multiple departments, you should turn in separate course assessments to the appropriate department chairs. You are encouraged to consult, in advance, with a mentor, colleague, department chairperson, or coordinator about the lecturer self-assessment process.

Lecturer Self-Assessment MEMO

Please respond to the following questions in your self-assessment memo (about 2-3 pages):

2014 self assessments should be submitted electronically to Interim Department Chair
hiser@hawaii.edu by April 1, 2014

Question 0: Completion Data

List courses taught in the period since your last evaluation. Include: CRN, alpha, course number, # enrolled, passed (C or better), failed, and withdrawn and/ or disappeared.) Please paste this table into your document, adding rows if needed.

CRN	Alpha	Course number	Number Enrolled	Number of Students		
				C or Better	Fail	Withdrew/Disappear

Question 1: What strategies, methods, materials, and/or assignments did you employ to create a positive learning environment and to assist students in achieving the course objectives?

Question 2:

- How do you see your course in relation to the College's General Education Student Learning Outcomes?
- Which GSLO do you think your course/courses meet and at what level? (see below, General Education Student Learning Outcomes. Be aware of which GLSOs are identified as targets in the course outline of the course you are teaching)
- How do you know? Describe assessment methods used and share any relevant data.

Question 3:

- What does the data from eCAFE tell you about your teaching?
- What changes would you like to see in your teaching or in terms of what your students take away from your classes?

Question 4: If you submitted a self-assessment the previous year, how have you implemented any improvements you, your peer evaluator, or your department chair suggested? Be sure to address all recommendations made in prior year assessment and current year's peer evaluation.

Question 5: What changes, if any, would you like to make to improve the course for you and your students should you be assigned the course again?

Question 6: Kahikoluamea "Bonus Questions"

Because the Kahikoluamea Department emphasizes continual improvement and innovation in addressing student success, please consider addressing any of the following questions:

What did you do to increase student engagement?

What features of your course helped to promote *student effort*?

What would be the best way for Kahikoluamea and/or the college to help you to improve your outcomes?

General Education Student Learning Outcomes
(for use with question 2.)

Level 1: SLO is addressed at an introductory level. Students attain a beginning to intermediate level comprehension and familiarity with the reasoning and processes that the SLO involves. By the end of the course, the students have knowledge of the basic elements of the processes introduced (i.e. students know how to do something such as apply methods of inquiry). Students are able to apply knowledge relative to SLO in familiar situations.

Level 2: SLO is addressed at an applied level, requiring students to transfer knowledge relative to the SLO from previous courses and build upon that knowledge. Students attain the ability and flexibility to apply the reasoning and processes that the SLO addresses, even in unfamiliar situations. By the end of the course, students have knowledge of intermediate/advanced elements of the processes introduced (i.e. students can evaluate an article rather than just being able to summarize it). Students engage in opportunities to utilize and synthesize knowledge and processes relative to SLO.

_____ **Thinking/Inquiry** – Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

_____ **Communication** – Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

_____ **Self and Community/Diversity of Human Experiences** – Evaluate one’s own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

_____ **Aesthetic Engagement** – Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

_____ **Integrative Learning** – Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.